



*Rhagoriaeth i bawb – Excellence for all*

Arolygiaeth Ei Mawrhydi dros Addysg  
a Hyfforddiant yng Nghymru

Her Majesty's Inspectorate  
for Education and Training in Wales

**A report on**

**Ysgol Y Castell  
Hylas Lane  
Rhuddlan  
Denbighshire  
LL18 5AG**

**Date of inspection: April 2014**

**by**

**Estyn, Her Majesty's Inspectorate for Education  
and Training in Wales**

During each inspection, inspectors aim to answer three key questions:

**Key Question 1: How good are the outcomes?**

**Key Question 2: How good is provision?**

**Key Question 3: How good are leadership and management?**

Inspectors also provide an overall judgement on the school's current performance and on its prospects for improvement.

In these evaluations, inspectors use a four-point scale:

<b>Judgement</b>	<b>What the judgement means</b>
<b>Excellent</b>	Many strengths, including significant examples of sector-leading practice
<b>Good</b>	Many strengths and no important areas requiring significant improvement
<b>Adequate</b>	Strengths outweigh areas for improvement
<b>Unsatisfactory</b>	Important areas for improvement outweigh strengths

The report was produced in accordance with Section 28 of the Education Act 2005.

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## Context

Ysgol y Castell is situated in the small town of Rhuddlan in Denbighshire. There are 202 pupils aged three to 11 years at the school. There are eight single age classes.

Currently, 14% of pupils are entitled to free school meals. This is below average for primary schools in the local authority and in Wales. The school has identified 26% of pupils as having additional learning needs. This is higher than the average for primary schools in Wales.

Nearly all pupils come from English-speaking homes. No pupils speak Welsh as a first language. Very few are from a minority ethnic background or learn English as an additional language.

The last inspection was in April 2008. The headteacher was appointed in September 2011.

The individual school budget for Ysgol y Castell in 2013-2014 means that the budget is £3,737 per pupil. The maximum per pupil in the primary schools in Denbighshire is £8,594 and the minimum is £3,159. Ysgol y Castell is 36<sup>th</sup> out of 48 primary schools in Denbighshire in terms of its school budget per pupil.

## Summary

<b>The school's current performance</b>	<b>Good</b>
<b>The school's prospects for improvement</b>	<b>Good</b>

### Current performance

The current performance of the school is good because:

- most pupils make good progress and achieve well during their time at the school;
- most pupils' literacy skills develop well throughout the school and they use them effectively to move their learning forward;
- nearly all pupils behave well; most are well motivated, focus on their work and co-operate effectively with one another in their lessons and activities;
- teachers provide purposeful learning activities that encourage most pupils to learn effectively; and
- the school is a happy, inclusive community where staff provide a high level of care, support and guidance that encourages pupils to be safe, take responsibility and respect others.

### Prospects for improvement

The school's prospects for improvement are good because:

- the headteacher provides strong leadership and a clear strategic direction for the school;
- school leaders have an accurate understanding of the school's strengths and areas for improvement, which derives from effective self-evaluation procedures;
- all members of staff are clear about their roles, work effectively as a team and are fully involved in school improvement activities; and
- positive partnership arrangements contribute well to the standards and wellbeing of pupils.

## Recommendations

- R1 Improve pupils' Welsh language skills
- R2 Improve attendance
- R3 Ensure that learning tasks challenge all pupils, particularly the more able, effectively
- R4 Ensure that pupils have a clearer understanding of what to do in order to improve their work

### **What happens next?**

The school will draw up an action plan that shows how it is going to address the recommendations. The local authority will monitor the school's progress.

## Main findings

<b>How good are outcomes?</b>	<b>Good</b>
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### Standards: Good

Generally, pupils enter the school with standards broadly in line with those expected for pupils of a similar age. During their time in school, most pupils, including those with additional needs, achieve well and make good progress. However, pupils of higher ability are not always achieving as well as they should. In lessons, most pupils recall previous learning well and they use this information effectively to acquire new information and skills. Most show good knowledge and understanding of what they have learnt.

Most pupils' literacy skills develop well throughout the school and they use them effectively to move their learning forward. Most pupils speak confidently in a wide range of situations to staff, visitors and each other. Pupils in the Foundation Phase develop their speaking and listening skills well. Most are keen to talk to adults about their work and they express their opinions well. Many listen well to the ideas of their friends and sustain concentration for appropriate periods. Most pupils in key stage 2 contribute effectively in lessons, and use their language skills well to provide clear explanations. They listen well and respect the views of others.

Across the school, pupils develop their reading skills well. Nearly all pupils have a positive attitude to reading. Most pupils in the Foundation Phase read with increasing fluency, accuracy and understanding. Nearly all use a range of strategies to read familiar and unfamiliar words well. In key stage 2, most pupils read a wide range of texts with fluency, accuracy and good expression. They talk readily about books and authors they like or dislike and have a good understanding of characters and storylines. They apply their reading skills well in different subjects and can locate and use reference books effectively. Older pupils are increasingly able to skim a passage to gain its meaning and gather information, for example when extracting key information from multi-media texts.

Nearly all pupils in the Foundation Phase make good progress with their early writing skills. By the end of Year 2, nearly all use their literacy skills effectively across the curriculum. They sequence short pieces of writing effectively to describe events, to write simple accounts and stories. Most pupils in key stage 2 write well using a range of sentence structures and interesting vocabulary. Many write confidently and accurately in a variety of forms. They consolidate and extend their writing skills well to produce good quality extended pieces of writing across the curriculum, particularly in their history and geography projects.

Most pupils develop their numeracy skills systematically in mathematics lessons as they move through the school. In both key stages, most pupils have a good understanding of number and their measuring and data skills are developing well. Many apply their measuring and recording skills effectively across a range of subjects within the curriculum, for example when collating and presenting findings from science experiments. In both key stages, they display an awareness of a range of data handling skills, which they use effectively to create a variety of graphs appropriate to pupils' age and ability.

Most pupils in the Foundation Phase make good progress in gaining skills in the Welsh language. Many respond well to instructions in other lessons. Across the school, most pupils demonstrate a good attitude to learning the language. However, older pupils lack sufficient grasp of a range of patterns and vocabulary to communicate confidently in different situations. Most read an appropriate range of Welsh books with increasing fluency and understanding. Many write short pieces well using familiar vocabulary and sentence patterns, for example when writing a letter.

Over the last two years, performance at the expected outcome 5 in the Foundation Phase has improved. Performance in literacy and communication skills has moved the school from the bottom 25% to the lower 50% of similar schools and from the lower 50% to the higher 50% in mathematical development. In key stage 2, performance at the expected level 4 in English, mathematics and science has improved over the past four years. In 2013, performance in all three subjects placed the school in the higher 50% of similar schools. Performance in English placed it in the lower 50% over the previous three years. Performance in mathematics and science has placed the school in the higher 50% of similar schools for the past two years.

Over the last two years, performance at the higher-than-expected outcome (outcome 6), in the Foundation Phase in language literacy and communication and mathematical development has placed the school in the lower 50% of similar schools. In key stage 2, in 2013, performance at the higher-than-expected level (level 5) in English and mathematics placed the school in the higher 50% of similar schools. Performance in science placed it in the lower 50%. Over the past four years, performance at the higher-than-expected level in all three subjects has fluctuated, moving the school between the bottom 25% and the higher 50% of similar schools.

### **Wellbeing: Adequate**

Most pupils have a secure understanding of the need to eat and drink healthily and to take regular exercise. They feel safe in school and are confident that staff will deal promptly with any worries or incidents that occur.

Nearly all pupils behave well. Most are well motivated, focus on their work and co-operate effectively with one another in their lessons and activities. Although pupils are increasingly involved in assessing their own progress, few have a clear understanding of what they need to do to improve their work.

Over the last four years, attendance levels have been static and have not kept pace with increased attendance at other similar schools. This has moved the school from the top 25% to the lower 50% of similar schools in the last two years. Nearly all pupils arrive at school punctually.

The school council and eco-committee are appropriately involved in the school's decision-making process. They feel that staff value their opinions and listen to them. Members are actively involved in identifying and promoting activities to support a range of local and national charities.

Pupils of all ages play together happily at break time and lunchtime. They show respect, courtesy and consideration for each other and for adults. Through curricular and other school activities, pupils acquire a good range of social and life skills, which prepare them well for life outside school.

<b>Key Question 2: How good is provision?</b>	<b>Good</b>
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### **Learning experiences: Good**

The school provides a broad and balanced curriculum, which meets the requirements of the Foundation Phase, the National Curriculum and religious education effectively. Teachers within the Foundation Phase provide a wide range of stimulating indoor and outdoor learning experiences, which meet the needs of most learners well. In key stage 2, teachers ensure that most pupils build on previous learning successfully. Pupils' learning is enhanced further through a range of activities such as the Friday Skills Club, Financial Wellbeing days and the Science Enterprise Week.

Provision for the development of skills is good. Teachers in the Foundation Phase plan together effectively to ensure continuity and progression in pupils' learning. Teachers in key stage 2 plan carefully for the systematic development of pupils' communication, numeracy and information and communication technology (ICT) skills. A recent focus on the development of pupils' literacy skills across the curriculum has had a positive impact on pupils' use of writing skills across the curriculum.

Provision for the Welsh dimension, to promote pupils' understanding of the culture and heritage of Wales, is good. Adults provide good role models in the use of incidental Welsh both within and around the school. Provision for Welsh language in structured lessons is appropriate; however, it does not always build on pupils' previous knowledge of the language well enough.

The school provides pupils with a good range of opportunities to learn about sustainability and global citizenship.

### **Teaching: Adequate**

All teachers have up-to-date subject knowledge. Generally, they have high expectations of all pupils. They plan purposeful learning activities and use an appropriate range of resources that encourage most pupils to learn effectively.

Where teaching is most effective, teachers structure lessons well using a range of strategies. Introductions are brisk and purposeful and teachers share learning objectives with pupils successfully. Most teachers manage time and behaviour well and provide appropriate praise and encouragement. They use relevant questioning techniques, which ensure that most pupils are motivated and challenged.

Where teaching is less effective, learning tasks do not always challenge pupils of all abilities, particularly the more able, enough. In a few lessons, over-direction and overlong introductions restrict independent learning.



The school has appropriate forms of assessment that provide staff with clear evidence of the standards that pupils achieve. Recently introduced procedures have led to greater consistency in feedback to pupils. Comments in pupils' books are supportive, although suggestions on how to improve are not always clear and specific. Many teachers use assessment for learning strategies well to enable pupils to reflect on their own performance, but this practice is not consistent in all classes. Pupils' involvement in assessing their own work and in setting targets for improvement is at an early stage of development.

The school has worked successfully with other local schools to strengthen understanding of levels of attainment. As a result, end of key stage assessments are valid. Reports to parents meet statutory requirements and provide parents with good information about their child's progress.

### **Care, support and guidance: Good**

Provision for the development of pupils' personal and social education is successful, in raising pupils' awareness of how to be safe, take responsibility and respect others. All staff promote good behaviour successfully and ensure that any incidence of bullying or harassment is dealt with promptly. As a result, pupils feel safe and well cared for.

The school works effectively with a range of specialist services. The establishment of The Owls' Nest, a nurture group, supports vulnerable pupils well. The school has appropriate arrangements to promote healthy eating and drinking and provides regular opportunities for pupils to participate in physical activities.

Good procedures are now in place, including appropriate follow up with parents, to improve attendance amongst the small number of pupils with poor attendance records. However, procedures have not yet had enough impact in securing improved attendance.

The school's arrangements for safeguarding pupils meet requirements and give no cause for concern.

The school's arrangements for the early identification and monitoring of pupils with additional needs are good. Teachers and support staff implement a range of intervention programmes effectively that meet the needs of these pupils well. Teachers work well in partnership with pupils and parents to review individual education plans, to share new targets and assess progress.

### **Learning environment: Good**

There is a calm, supportive atmosphere in the school and pupils work well together. The school provides an inclusive environment where all pupils have equal access to the educational and extracurricular provision. The school promotes equality and respect for cultural diversity well through a range of activities, including events such as World Food Days and its charity link with Kenya.

Accommodation is of good quality and is sufficient for the number of pupils. It is generally well maintained and provides an environment that promotes learning successfully. The school has a good range of resources that are well matched to pupils' needs. Wall displays are attractive and enhance the supportive atmosphere within the school. The school's extensive outdoor areas and facilities are good with the foundation outdoor learning area being particularly good. All pupils have worthwhile opportunities to work and play outside.

<b>How good are leadership and management?</b>	<b>Good</b>
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### **Leadership: Good**

The headteacher provides strong leadership and a clear strategic direction for the school. All members of staff share a vision that is appropriately focused on pupils' achievements and wellbeing. School leaders set high expectations and work successfully to implement strategies focused on improving pupil outcomes.

Roles and responsibilities are clearly defined and management systems are effective in ensuring the smooth running of the school on a day-to-day basis. Senior leaders evaluate the effectiveness of curriculum plans on pupil outcomes well. They hold regular staff meetings that focus appropriately on evaluating the impact of improvement strategies. They scrutinise pupils' books to monitor standards and track pupil progress, and provide constructive feedback to staff. All members of staff undertake peer observations in partner classes, which is leading to greater consistency in the quality of teaching.

The school pays due attention to national priorities. The Foundation Phase is well established and the school is successfully implementing new literacy strategies. This has had positive impact on pupils' reading and writing skills.

The governing body is well informed and supportive of the work of the school. Governors have a clear understanding of the school's strengths and areas for development and their role as critical friends is developing appropriately.

### **Improving quality: Good**

The headteacher has established detailed and appropriate systems to evaluate the school's performance. Procedures draw well on first-hand evidence to identify strengths and areas for development. Senior leaders carry out a good range of monitoring activities, which include data analysis, regular lesson observation, and scrutinising pupils' books. The procedures identify strengths and areas for improvement well.

The headteacher gathers the views of governors and staff regularly in meetings, and questionnaires are used well to seek the views of parents and pupils. Evidence and views from all stakeholders inform the process successfully. The self-evaluation report provides an accurate picture of the school's strengths and areas for improvement.

School leaders use the findings of the self-evaluation process well to identify priorities within the school development plan. The plan has clear success criteria and measurable targets. The plan indicates suitable timescales for implementing actions and appropriate sums of money are allocated to each priority. Staff responsibilities for implementing the plan are clear, and the monitoring of progress towards targets is robust. Governors and senior leaders have appropriate responsibilities for evaluating progress towards priorities.

Over the past three years, the school has a successful track record of making improvements that have positive impact on standards. For example, the implementation of new strategies for teaching writing skills has resulted in an upward trend in literacy standards.

### **Partnership working: Good**

The school works well with a good range of partners. The school web site provides parents with good quality information about the life and work of the school. The newly established Parents' Forum is a good example of the school's efforts to engage more fully with parents

The school has close links with the local playgroup that meets in the school. This ensures that transfer of information is efficient and detailed and that pupils settle easily into the nursery and reception class. Teachers ensure that arrangements for pupils to transfer to the secondary school of their choice, which involve worthwhile curriculum links and visits, are beneficial.

The school has made good use of partnerships with the local cluster of primary schools, for example in planning for implementation of the national literacy and numeracy framework. The local schools share information about new initiatives and exchange visits enable staff to observe initiatives in action. This supports staff professional development and the sharing of good practice to improve outcomes for pupils. This has been particularly successful in improving standards in literacy. The school benefits from a shared finance manager across a number of local schools.

The school works well with the local authority and with other relevant agencies to support pupils' learning and ensure their wellbeing.

Beneficial links with groups in the local community, such as the many local clubs and associations that meet at the school, enrich pupils' learning experiences well.

### **Resource management: Good**

The school manages its resources well. The headteacher deploys all staff effectively to ensure that pupils are well supported in their learning. There are enough qualified and experienced staff to deliver the curriculum effectively.

The school is developing well as a learning community and staff work well together to share examples of good practice supportively. Teachers' recent involvement in observing each other's lessons is having a positive effect on professional development.

The school has appropriate performance management processes. Teachers' targets link clearly to pupil outcomes and to improving the quality of teaching. All staff have access to an appropriate range of training opportunities, which align well with their professional development needs and the school improvement plan.

The headteacher, governors and finance manager have thorough arrangements in place for managing financial resources. They monitor the school's finances and spending rigorously to ensure that planned expenditure is closely linked to the school's priorities for improvement. .

In view of good outcomes achieved by pupils, the school provides good value for money.

## Appendix 1

### Commentary on performance data

In 2013, the percentage of Foundation Phase pupils who achieved the expected outcomes (outcome 5) in language literacy and communication, mathematical development was above the average for the family of schools. The percentage of pupils who achieved the expected outcomes in personal and social skills was below the average for the family. Over the last two years, performance at the expected outcome 5 in literacy and communication skills has moved the school from the bottom 25% to the lower 50% of similar schools. Performance in mathematical development has moved the school from the lower 50% to the upper 50% of similar schools.

In 2013, the percentage of pupils who achieved the higher outcome (outcome 6) was below the average for the family of schools in language literacy and communication and in mathematical development. It was significantly above average in personal and social development. Over the last two years, performance at the higher-than-expected outcome 6 in literacy and communication skills and in mathematical development has placed the school in the lower 50% of similar schools.

In 2013, the percentage of key stage 2 pupils who achieved the expected level 4 in English, mathematics and science was above the average for the family of schools. This placed the school in the higher 50% of similar schools. The proportion of pupils achieving the expected level 4 in all three subjects has improved over the past four years. Performance in English placed the school in the lower 50% over the previous three years. Performance in mathematics and science has placed it in the higher 50% of similar schools for the past two years.

In 2013, the performance of pupils who achieved the higher level 5 in the English and mathematics was above the average for the family of schools. It was below the average in science. Over the past four years, performance at higher-than-expected level in English and mathematics has fluctuated, moving the school between the upper 50% and the bottom 25% of similar schools. Performance in science has placed the school in the lower 50% of similar schools during this period.

Boys did better than girls did in all subjects in 2013 at key stage 2. This was at both the expected level and higher levels. However, girls performed significantly better in writing. The relative performance of boys and girls fluctuated in the previous three years. There has been no significant difference between the performance of pupils entitled to free school meals and other pupils during recent years.

## Appendix 2

### Stakeholder satisfaction report – responses to learner questionnaires

#### Primary Questionnaire (Overall)

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Agree Cytuno	Disagree Anghytuno	
I feel safe in my school.	101	98 97%	3 3%	Rwy'n teimlo'n ddiogel yn fy ysgol.
		98%	2%	
The school deals well with any bullying.	98	85 87%	13 13%	Mae'r ysgol yn delio'n dda ag unrhyw fwlio.
		92%	8%	
I know who to talk to if I am worried or upset.	100	100 100%	0 0%	Rwy'n gwybod pwy i siarad ag ef/â hi os ydw I'n poeni neu'n gofidio.
		97%	3%	
The school teaches me how to keep healthy	100	100 100%	0 0%	Mae'r ysgol yn fy nysgu i sut i aros yn iach.
		98%	2%	
There are lots of chances at school for me to get regular exercise.	99	97 98%	2 2%	Mae llawer o gyfleoedd yn yr ysgol i mi gael ymarfer corff yn rheolaidd.
		96%	4%	
I am doing well at school	99	99 100%	0 0%	Rwy'n gwneud yn dda yn yr ysgol.
		96%	4%	
The teachers and other adults in the school help me to learn and make progress.	101	101 100%	0 0%	Mae'r athrawon a'r oedolion eraill yn yr ysgol yn fy helpu i ddysgu a gwneud cynnydd.
		99%	1%	
I know what to do and who to ask if I find my work hard.	101	100 99%	1 1%	Rwy'n gwybod beth I'w wneud a gyda phwy i siarad os ydw I'n gweld fy ngwaith yn anodd.
		98%	2%	
My homework helps me to understand and improve my work in school.	100	89 89%	11 11%	Mae fy ngwaith cartref yn helpu i mi ddeall a gwella fy ngwaith yn yr ysgol.
		91%	9%	
I have enough books, equipment, and computers to do my work.	99	96 97%	3 3%	Mae gen i ddigon o lyfrau, offer a chyfrifiaduron i wneud fy ngwaith.
		95%	5%	
Other children behave well and I can get my work done.	101	69 68%	32 32%	Mae plant eraill yn ymddwyn yn dda ac rwy'n gallu gwneud fy ngwaith.
		77%	23%	
Nearly all children behave well at playtime and lunch time	100	89 89%	11 11%	Mae bron pob un o'r plant yn ymddwyn yn dda amser chwarae ac amser cinio.
		84%	16%	

## Responses to parent questionnaires

denotes the benchmark - this is a total of all responses since September 2010.

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
Overall I am satisfied with the school.	41	18 44%	14 34%	2 5%	5 12%	2	Rwy'n fodlon â'r ysgol yn gyffredinol.
		63%	33%	3%	1%		
My child likes this school.	42	20 48%	17 40%	4 10%	0 0%	1	Mae fy mhentyn yn hoffi'r ysgol hon.
		72%	26%	1%	0%		
My child was helped to settle in well when he or she started at the school.	42	20 48%	16 38%	0 0%	5 12%	1	Cafodd fy mhentyn gymorth i ymgartrefu'n dda pan ddechreuodd yn yr ysgol.
		72%	26%	1%	0%		
My child is making good progress at school.	41	17 41%	15 37%	4 10%	4 10%	1	Mae fy mhentyn yn gwneud cynnydd da yn yr ysgol.
		61%	34%	3%	1%		
Pupils behave well in school.	41	12 29%	17 41%	7 17%	0 0%	5	Mae disgyblion yn ymddwyn yn dda yn yr ysgol.
		45%	46%	4%	1%		
Teaching is good.	41	16 39%	13 32%	5 12%	3 7%	4	Mae'r addysgu yn dda.
		60%	35%	2%	0%		
Staff expect my child to work hard and do his or her best.	42	18 43%	19 45%	5 12%	0 0%	0	Mae'r staff yn disgwyl i fy mhentyn weithio'n galed ac i wneud ei orau.
		63%	34%	1%	0%		
The homework that is given builds well on what my child learns in school.	41	13 32%	15 37%	5 12%	5 12%	3	Mae'r gwaith cartref sy'n cael ei roi yn adeiladu'n dda ar yr hyn mae fy mhentyn yn ei ddysgu yn yr ysgol.
		47%	40%	6%	1%		
Staff treat all children fairly and with respect.	42	16 38%	14 33%	5 12%	5 12%	2	Mae'r staff yn trin pob plentyn yn deg a gyda pharch.
		58%	34%	4%	1%		
My child is encouraged to be healthy and to take regular exercise.	40	18 45%	21 52%	1 2%	0 0%	0	Caiff fy mhentyn ei annog i fod yn iach ac i wneud ymarfer corff yn rheolaidd.
		59%	36%	2%	0%		
My child is safe at school.	42	20 48%	22 52%	0 0%	0 0%	0	Mae fy mhentyn yn ddiogel yn yr ysgol.
		66%	31%	1%	0%		
My child receives appropriate additional support in relation to any particular individual needs'.	41	16 39%	14 34%	4 10%	0 0%	7	Mae fy mhentyn yn cael cymorth ychwanegol priodol mewn perthynas ag unrhyw anghenion unigol penodol.
		50%	34%	4%	1%		
I am kept well informed about my child's progress.	41	12 29%	17 41%	8 20%	3 7%	1	Rwy'n cael gwybodaeth gyson am gynnydd fy mhentyn.
		49%	41%	8%	2%		

	Number of responses Nifer o ymatebion	Strongly Agree Cytuno'n gryf	Agree Cytuno	Disagree Anghytuno	Strongly disagree Anghytuno'n gryf	Don't know Ddim yn gwybod	
I feel comfortable about approaching the school with questions, suggestions or a problem.	42	21 50%	14 33%	1 2%	5 12%	1	Rwy'n teimlo'n esmwyth ynglŷn â gofyn cwestiwn i'r ysgol, gwneud awgrymiadau neu nodi problem.
		62%	31%	4%	2%		
I understand the school's procedure for dealing with complaints.	42	12 29%	22 52%	1 2%	5 12%	2	Rwy'n deall trefn yr ysgol ar gyfer delio â chwynion.
		44%	39%	7%	2%		
The school helps my child to become more mature and take on responsibility.	39	12 31%	21 54%	2 5%	0 0%	4	Mae'r ysgol yn helpu fy mhlentyn i ddod yn fwy aeddfed ac i ysgwyddo cyfrifoldeb.
		56%	39%	2%	0%		
My child is well prepared for moving on to the next school or college or work.	35	9 26%	10 29%	2 6%	5 14%	9	Mae fy mhlentyn wedi'i baratoi'n dda ar gyfer symud ymlaen i'r ysgol nesaf neu goleg neu waith.
		42%	34%	4%	1%		
There is a good range of activities including trips or visits.	42	16 38%	17 40%	8 19%	0 0%	1	Mae amrywiaeth dda o weithgareddau, gan gynnwys teithiau neu ymweliadau.
		53%	38%	5%	1%		
The school is well run.	42	16 38%	19 45%	0 0%	5 12%	2	Mae'r ysgol yn cael ei rhedeg yn dda.
		61%	33%	3%	2%		

## Appendix 3

### The inspection team

Mr Edward Goronwy Morris	Reporting Inspector
Mrs Rhian Jones	Team Inspector
Mr Peter Duncan Haworth	Lay Inspector
Laura McGee	Peer Inspector
Mrs Vicki Cotgreave	Nominee



## Copies of the report

Copies of this report are available from the school and from the Estyn website ([www.estyn.gov.uk](http://www.estyn.gov.uk))

### Year groups, the Foundation Phase and key stages

Schools use a common system of numbering year groups from the start of compulsory schooling to 18 years of age. This system emphasises the importance of continuity and eases communication among schools, governing bodies, parents and local authorities.

The following table sets out the age ranges relevant to each year group. For example, Year 1 refers to the group of pupils who reach the age of six and Year 13 is the year group who reach the age of 18 during the academic year.

Primary phase:

Year	N	R	Y1	Y2	Y3	Y4	Y5	Y6
Ages	3-4	4-5	5-6	6-7	7-8	8-9	9-10	10-11

Secondary phase:

Year	Y7	Y8	Y9	Y10	Y11	Y12	Y13
Ages	11-12	12-13	13-14	14-15	15-16	16-17	17-18

The Foundation Phase and key stages cover the following year groups:

Foundation Phase	Nursery, Reception, Year 1 and Year 2
Key stage 2	Year 3 to Year 6
Key stage 3	Year 7 to Year 9
Key stage 4	Year 10 and Year 11

## **Glossary of terms – Primary**

### **Foundation Phase indicator (FPI)**

Progress in learning through the Foundation Phase is indicated by outcomes (from outcome 1 to outcome 6).

The Foundation Phase indicator (FPI) relates to the expected performance in three areas of learning in the Foundation Phase:

- literacy, language and communication in English or Welsh first language
- mathematical development; and
- personal and social development, wellbeing and cultural diversity.

By the end of the Foundation Phase, at the age of seven, pupils are expected to reach outcome 5 and the more able to reach outcome 6.

Pupils must achieve the expected outcome (outcome 5) in the three areas above to gain the Foundation Phase indicator.

### **The core subject indicator (CSI)**

Progress in learning through key stage 2 is indicated by levels (level 1 to level 5).

The core subject indicator in key stage 2 relates to the expected performance in the core subjects of the National Curriculum:

- English or Welsh first language
- mathematics; and
- science

By the end of the key stage 2, at the age of 11, pupils are expected to reach level 4 and more able pupils to reach level 5.

Pupils must gain at least the expected level (level 4) in the three core subjects to gain the core subject indicator.

### **All-Wales Core Data sets**

Inspection reports may refer to a school's performance relative to a family of schools or to schools with a broadly similar proportion of pupils entitled to free school meals.

In relation to free school meals, schools are placed into one of five bands according to the three-year trend in the proportion of pupils entitled to free school meals in the school. The school's performance is then placed into quartiles (from the top 25% to the bottom 25%) in relation to how well it is doing compared with other schools in the same free school meal band.

The Welsh Government created the families of schools (typically a group of 11 schools) to enable schools to compare their performance with that of similar schools across Wales. The composition of the families draws on a number of factors. These include the proportion of pupils entitled to free school meals and the proportion living in the 20% most deprived areas of Wales. They also draw on the proportion of pupils with special education needs at school action plus or with a statement of special educational needs, and pupils with English as an additional language.